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ABSTRACT

The emphasis on achieving sex equity, begun under the Education Amendments of 1976, continues and expands with the Carl D. Perkins Vocational Education Act. As in the 1976 amendments, the states are required to assign one person full-time responsibility for fulfilling mandated functions relative to sex equity. However, the new Act provides the financial resources necessary to meet the vocational needs of special populations and reduce sex stereotyping and bias in vocational education. The Act accomplishes this through two set-asides: one for single parents and homemakers, the other for young women and sex equity programs. The Act requires that the sex equity coordinator gather, analyze, and disseminate data on the adequacy and effectiveness of vocational education in meeting the educational and employment needs of women. The Act also provides for activities for displaced homemakers who want to develop home-based or small businesses; employer-linked training leading to placement of women in nontraditional jobs; a sex equity resources center; mini-grants to local school districts; and a statewide program to identify and tap the talents of women who have the potential for upward mobility. To implement these provisions, local planners can draw inspiration from exemplary programs such as those conducted in several states and localities. The role of the sex equity coordinator in all of these actions is extremely important. (KC)

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VOCATIONAL EDUCATION FOR DISPLACED HOMEMAKERS AND SINGLE HEADS OF HOUSEHOLDS

PRESENTED TO
NATIONAL BOARD OF DIRECTORS
OF
DISPLACED HOMEMAKERS, INC.

BY
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WHITE HOUSE
OLD EXECUTIVE OFFICE BUILDING
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IT IS A PLEASURE FOR ME TO PARTICIPATE TODAY IN THE BRIEFING OF THE NATIONAL BOARD OF THE DISPLACED HOMEMAKERS, INC. I PARTICULARLY WANT TO THANK MS. ELISA PASCAL FOR GIVING ME AN OPPORTUNITY TO SHARE SOME OF MY THOUGHTS ON THE ROLE OF VOCATIONAL EDUCATION IN SERVING DISPLACED HOMEMAKERS AND SINGLE PARENTS AND HOMEMAKERS UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984 (PL 98-524).

THE EMPHASIS ON ACHIEVING SEX EQUITY, BEGUN UNDER THE EDUCATION AMENDMENTS OF 1976 (P.L. 94-482), CONTINUES AND EXPANDS WITH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT. THE PROVISIONS IN THE NEW ACT ARE SIMILAR IN MANY RESPECTS TO THOSE IN THE PREVIOUS LEGISLATION. AS IN THE 1976 AMENDMENTS, THE STATES ARE REQUIRED TO ASSIGN ONE PERSON FULL-TIME RESPONSIBILITY FOR FULFILLING MANDATED FUNCTIONS RELATIVE TO SEX EQUITY. AS IN THE EDUCATION AMENDMENTS OF 1976, THE ACHIEVEMENT OF SEX EQUITY IS EMPHASIZED THROUGHOUT THE ACT.

IN CONTRAST TO THE EDUCATION AMENDMENTS OF 1976, THE CARL D. PERKINS ACT PROVIDES THE <u>FINANCIAL RESOURCES</u> NECESSARY TO MEET THE VOCATIONAL NEEDS OF SPECIAL POPULATIONS AND REDUCE SEX STEREOTYPING AND BIAS IN VOCATIONAL EDUCATION. THE ACT ACCOMPLISHES THIS THROUGH TWO SET-ASIDES: ONE FOR SINGLE PARENTS AND HOMEMAKERS, THE OTHER FOR YOUNG WOMEN AND SEX EQUITY PROGRAMS.

THE NEW ACT CALLS FOR 50 PERCENT OF THE FUNDS FOR TITLE III, C, ADULT TRAINING AND RETRAINING, TO BE SPENT ON SINGLE PARENTS AND HOMEMAKERS, AND 20% OF THE GUIDANCE AND COUNSELING FUNDS (TITLE III, D) TO BE USED FOR PROGRAMS TO ELIMINATE SEX, AGE, AND RACE BIAS.

THE SEX EQUITY PROVISIONS STRENGTHEN VOCATIONAL EDUCATION'S ABILITY TO IMPROVE PROGRAMS BY:

- REQUIRING THAT THE SEX EQUITY COORDINATOR GATHER, ANALYZE AND DISSEMINATE DATA ON THE ADEQUACY AND EFFECTIVENESS OF VOCATIONAL EDUCATION PROGRAMS IN MEETING THE EDUCATIONAL AND EMPLOYMENT NEEDS OF WOMEN...AND ON THE STATUS OF MEN AND WOMEN STUDENTS AND EMPLOYEES IN SUCH PROGRAMS.

- REQUIRING COMPREHENSIVE SERVICES TO DISPLACED HOMEMAKERS AND SINGLE PARENTS, WHICH INCLUDE SUCH ACTIVITIES AS VOCATIONAL COUNSELING, CAREER EXPLORATION AND DECISION MAKING, TRAINING AND PLACEMENT, RECRUITMENT, COUNSELING AND RETENTION ACTIVITIES, SUPPORT GROUPS AND PRE-ENROLLMENT COURSES, TECHNICAL AND NON-TRADITIONAL PROGRAMS, AND DIRECT PAYMENTS TO ELIGIBLE INDIVIDUALS FOR TUITION, CHILD CARE, AND/OR TRANSPORTATION COSTS.

THE ACT ALSO PROVIDES FOR ACTIVITIES FOR: DISPLACED HOMEMAKERS WHO WANT TO DEVELOP HOME-BASED OR SMALL BUSINESSES; EMPLOYER-LINKED TRAINING LEADING TO PLACEMENT OF WOMEN INTO NONTRADITIONAL JOBS; A SEX EQUITY RESOURCES CENTER TO PROVIDE TECHNICAL ASSISTANCE TO SUB-RECIPIENTS, DEVELOP AND DISSEMINATE CURRICULUM GUIDES AND OTHER SEX-FAIR RESOURCE MATERIAL, AND CONDUCT RESEARCH WHICH HAS PRACTICAL APPLICATION; MINI-GRANTS TO LOCAL SCHOOL DISTRICTS TO ADDRESS LOCALLY IDENTIFIED NEEDS RELATIVE TO PROMOTING SEX EQUITY; AND A STATEWIDE PROGRAM TO IDENTIFY AND TAP THE TALENTS OF WOMEN WHO HAVE THE POTENTIAL FOR UPWARD MOBILITY, AND TO ADDRESS SEX BIAS

AND STEREOTYPING AMONG THE VOCATIONAL TECHNICAL AND ADULT EDUCATION STAFF AS IT RELATES TO CAREER DEVELOPMENT AND UPWARD MOBILITY. THESE KINDS OF ACTIVITIES REFLECT THE POTENTIAL THE ACT OFFERS FOR MAKING A DIFFERENCE IN THE LIVES OF INDIVIDUALS AND IN THE QUALITY OF VOCATIONAL EDUCATION.

THE MAJOR REFERENCES IN THE ACT REGARDING SINGLE PARENTS AND HOMEMAKERS ARE:

- o PROGRAMS AND ACTIVITIES WHICH WILL ASSIST SINGLE PARENTS, AND HOMEMAKERS TO GAIN MARKETABLE SKILLS (TITLE II, PART A, SEC. 201(F), AND

- o PROGRAMS AND ACTIVITIES FOR GIRLS AND WOMEN AGED 14-25 (TITLE II, PART A, SEC. 201(G) (2) & (3).

TO IMPLEMENT THESE PROVISIONS INSPIRATION CAN BE GAINED FROM EXEMPLARY PROGRAMS SUCH AS:

1. "RE-ENTRY WOMEN" (MORAINE PARK TECHNICAL INSTITUTE AND ADVOCAP- ADULT, VOCATIONAL AND APPRENTICESHIP PROGRAMS - WISCONSIN)- PURPOSE: TO PROVIDE TRAINING, EMPLOYMENT AND SUPPORT SERVICES TO DISPLACED HOMEMAKERS IN THREE COUNTIES. ACTIVITIES: OUTREACH, NEEDS ASSESSMENT, COUNSELING, INSTRUCTION IN SELF-DEVELOPMENT, CAREER EXPLORATION AND DECISION MAKING, EMPLOYMENT ORIENTATION, WORK EXPERIENCE, JOB PLACEMENT, SUPPORT GROUPS, VOCATIONAL COUNSELING AND FOLLOW UP. IN FISCAL YEAR 84 THE RESULTS INCLUDED: 265 SERVED, 214 (81%) PLACED (OF THESE, 27%

IN JOBS, 55% IN OCCUPATIONAL TRAINING, 21% IN GED, ESL & SHORT COURSES).

2. SMALL BUSINESS DEVELOPMENT PROJECT (MODELED AFTER THE WOMEN'S ECONOMIC DEVELOPMENT CORPORATION, ST. PAUL, MINNESOTA, AND THE "BE YOUR OWN BOSS" JOB TRAINING PARTNERSHIP ACT PROJECT IN BEAVER DAM, WISCONSIN). PURPOSE: TO PROVIDE SINGLE PARENTS AND HOME-MAKERS WITH KNOWLEDGE, SKILLS AND TECHNICAL ASSISTANCE TO START HOME BASED AND SMALL BUSINESSES. ACTIVITIES: INSTRUCTIONAL COMPONENTS, TOURS OF WOMEN-OWNED BUSINESSES, PANEL PRESENTATIONS, TECHNICAL ASSISTANCE, MENTORING TO ASSIST INDIVIDUALS WITH MARKET RESEARCH, DEVELOPING A BUSINESS PLAN, WORKING WITH THE WELFARE SYSTEM, AND NEGOTIATING WITH BANKS FOR LOANS.

3. PRE-ENROLLMENT, SELF DEVELOPMENT AND CAREER EXPLORATION COURSES WITH AN EMPHASIS ON NONTRADITIONAL PROGRAMS, SUCH AS: "CAREER EXPLORATION INSTITUTE FOR WOMEN," (LOUISIANA)- A PROGRAM FOR FEMALE JUNIORS AND SENIORS. PURPOSE: TO INTRODUCE PARTICIPANTS TO A VARIETY OF INDUSTRIAL AND TECHNICAL OCCUPATIONS AND ENGAGE IN AN IN-DEPTH STUDY OF THREE CLUSTERS FOR TOTAL OF NINE (9) WEEKS. ACTIVITIES: CLASSROOM INSTRUCTION, LABORATORY PROJECTS, FIELD TRIPS, AND INDIVIDUAL INVESTIGATION. NINE (9) CREDITS AWARDED. OUTCOMES: NEARLY ALL OF THE 20 ENROLLED DECIDED TO PURSUE NONTRADITIONAL OCCUPATIONS AFTER THIS EXPERIENCE AND

4. DEVELOPMENT AND SKILL TRAINING PROGRAMS - TO INCREASE ACCESS TO

HIGH TECHNOLOGY AND NONTRADITIONAL OCCUPATIONS, SUCH AS:

- PRE-ACADEMIC TECHNICAL HIGHWAY TO SUCCESS (PATHS), (WISCONSIN)- SHORT TERM AND LONG-TERM OPTIONS TO HELP PREPARE STUDENTS TO MEET THE ENTRY LEVEL COMPETENCIES NEEDED TO BE ACADEMICALLY SUCCESSFUL IN VOCATIONAL/TECHNICAL PROGRAMS. LONG-TERM PATHS ESPECIALLY FOR DISPLACED HOMEMAKERS WHO HAVE NEVER HAD BASIC COURSE WORK IN MATH, PHYSICS, CHEMISTRY, ALGEBRA, AND GEOMETRY OR HAD IT A LONG TIME AGO. COURSES ARE INDIVIDUALIZED IN AN OPEN ENTRY/OPEN EXIT SETTING.

- THE NONTRADITIONAL TRAINING PROGRAM (FLORIDA)- PURPOSE: TO PREPARE STUDENTS FOR GROUNDSPERSON AND LINEWORKERS POSITIONS WITH TELEPHONE, UTILITY AND CABLE TELEVISION COMPANIES. SIX WEEKS OF INSTRUCTION, 30 HOURS/WEEK. A SELECTIVE ENROLLMENT PROCESS HELPS ASSURE SUCCESS FOR THE CLIENTS AND THE COMPANIES WHO HIRE THEM.

- "CHANGING ROLES OF MEN AND WOMEN: IMPLICATIONS FOR VOCATIONAL EDUCATION" (WISCONSIN), WAS DEVELOPED AS A PROFESSIONAL DEVELOPMENT COURSE BY THE SEX EQUITY COORDINATOR TO PROVIDE AN INCENTIVE FOR INSTRUCTORS, COUNSELORS AND ADMINI STRATORS TO BECOME FAMILIAR FOR SEX EQUITY CONCEPTS AND UNDERTAKE PROJECTS WHICH PROMOTE EQUITY WITHIN THEIR OWN SPHERE OF INFLUENCE. PROJECTS ARE COORDINATED WITH THE IMPLEMENTATION OF THE SEX EQUITY DIRECTIVE. AND OTHERS, INCLUDING

- o "MAXIMIZING OPTIONS FOR STUDENT IN BUSINESS," - INCREASING OPTIONS: LIFE WORK PLANNING FOR YOUNG PEOPLE (WISCONSIN);

- o "WOMEN IN NONTRADTIONAL CAREERS" (WINC, U.S. DEPARTMENT OF LABOR);

- o "CHOICES AND CHALLENGES," (GIRLS CLUBS OF SANTA BARBARA, CALIFORNIA).

IN DEVELOPING PROGRAMS, IT IS IMPORTANT TO INVOLVE THE LOCAL LEVEL. SOME SUGGESTIONS FOR DOING THIS INCLUDE:

- o DESIGNATE LOCAL RESPONSIBILITY: ASSIGN A STAFF PERSON RESPONSIBILITY FOR COORDINATING SEX EQUITY ACTIVITIES AT THE LOCAL LEVEL. APPOINT A COMMITTEE OR TASK FORCE WITH BROAD BASED REPRESENTATION, INCLUDING A SCHOOL BOARD MEMBER. MEET MONTHLY, SOLICIT INPUT FROM THROUGHOUT THE SCHOOL, DEVELOP RECOMMENDATIONS AND APPLY FOR FUNDS, IF APPLICABLE.

- o INFORMAL APPROACH: TAKE AN INFORMAL APPROACH TO IDENTIFYING NEEDS AND DEVELOPING STRATEGIES TO ADDRESS SEX EQUITY. HOLD BREAKFAST MEETINGS MONTHLY FOR ANYONE INTERESTED IN LEARNING ABOUT AND ADDRESSING SEX EQUITY ISSUES. BE SURE THAT A CORE GROUP OF THREE TO FOUR STAFF MEMBERS ARE PRESENT AT EACH MEETING. FOLLOW THROUGH ON CONCERNS AND DEVELOP PROPOSALS BASED ON LOCAL NEEDS.

- STRATEGIES FOR LOCAL ADMINISTRATION CAN PROVIDE THE KEY FOR MAXIMUM RETURN FROM THE NEW LEGISLATIVE PROVISIONS. FOR EXAMPLE, AS EACH SUB-RECIPIENT PREPARES ITS PROPOSALS FOR VOCATIONAL EDUCATION FUNDS, REGARDLESS OF THE TITLE, KEY STAFF COULD BE INVITED TO DISCUSS HOW TO COORDINATE THE USE OF FUNDS TO ACHIEVE THE MAXIMUM POTENTIAL OF THE ACT.

- ANOTHER LOCAL STRATEGY, USED EXTENSIVELY IN THE STATE OF WISCONSIN'S DISPLACED HOMEMAKER PROGRAMS, IS TO COMBINE STATE TAX REVENUE FOR SERVICES TO DISPLACED HOMEMAKERS WITH FEDERAL VOCATIONAL EDUCATION ACT AND THE JOB TRAINING PARTNERSHIP ACT DOLLARS TO PROVIDE COORDINATED SERVICES. IN RESPONSE TO A STATE DIRECTIVE WHICH REQUIRES THAT DISTRICTS IDENTIFY NEEDS AND DEVELOP STRATEGIES TO PROMOTE SEX EQUITY, LAKESHORE TECHNICAL INSTITUTE (LTI) INITIATED A TASK FORCE WHICH MEETS MONTHLY. MEMBERS OF THE TASK FORCE INCLUDE THE DISTRICT DIRECTOR, THE STUDENT SERVICES ADMINISTRATOR, THE DISTRICT'S CURRICULUM COORDINATOR, OTHER STAFF, STUDENTS, AND A DISTRICT BOARD MEMBER. THE TASK FORCE HAS DEVELOPED RECOMMENDATIONS RELATED TO STUDENTS, STAFF AND THE COMMUNITY. THE DISTRICT IS IN AN EXCELLENT POSITION TO APPLY FOR VOCATIONAL EDUCATION FUNDS TO SUPPORT ITS EFFORTS.

FEDERAL LEGISLATION DOES NOT AND CANNOT TELL STATES AT WHAT LEVEL IN THE ORGANIZATION IT SHOULD PLACE THE SEX EQUITY COORDINATOR AND/OR THE DISPLACED HOMEMAKER COORDINATOR. THIS PLACEMENT IS CLEARLY THE PREROGATIVE OF THE STATES. HOWEVER, IN ORDER TO CARRY OUT BOTH THE INTENT OF THE ACT, AND THE REQUIREMENT SET OUT IN TITLE I, B, III (B)(1), THE COORDINATORS WILL

TAKE THE RESPONSIBILITY FOR THE REQUEST FOR PROPOSAL PROCESS FROM THE DEVELOPMENT, TO THE APPROVAL, TO THE EVALUATION STAGES IN CONJUNCTION WITH AN ADVISORY COMMITTEE.

AS YOU CAN SEE FROM THE EXAMPLES I HAVE GIVEN, THERE ARE MANY EXCITING POSSIBILITIES FOR THE COORDINATOR. THE COORDINATOR MUST UTILIZE MANY SKILLS TO ACHIEVE HIS/HER OBJECTIVES, INCLUDING THE EFFECTIVE MANAGEMENT OF RESOURCES AND SERVICES, AS WELL AS THE CAREFUL MONITORING OF THE SYSTEM'S GRANTS, CONTRACTS, AND POLICIES FOR SEX EQUITY. ULTIMATELY, REGULAR COMMUNICATION WITH ALL INVOLVED IN SEX EQUITY INITIATIVES, AND THOSE BENEFITTING FROM THESE INITIATIVES, IS THE KEY TO SUCCESS.